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ABSTRACT

Noting that the Korean socio-cultural background, combined with situational factors such as language difficulty and racial barriers, produce a special kind of communication pattern among Korean students in the United States, a study focused on the communication patterns of Korean students at the University of Texas at Austin. Subjects, 158 Korean students (out of a total sample of 166, or half the Korean student enrollment) completed a questionnaire developed to yield a profile of mass media behavior, cognitive perceptions, and personal interaction patterns. Results indicated that English proficiency, favorable attitude toward Americans and the United States, situational factors, and some demographic characteristics critically affected Korean students' communication patterns in terms of interpersonal relationships and media use. Among the results were the following: (1) more than 80% watch television at least two or three times a week, with most paying considerable attention to hard news content; (2) most prefer interaction with Korean colleagues to interaction with Americans; (3) most characterize their English proficiency as fair; and (4) more acquire more information related to Korea through American newspapers than through television. Overall the results suggest that Korean students exhibit three types of interpersonal relationships: open (contact with Koreans and Americans), closed (contact with Koreans only), and isolated (rare contact with either group). (Tables of data and 27 references are appended.) (SKC)

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COMMUNICATION PATTERNS OF FOREIGN STUDENTS: A SURVEY AMONG THE KOREAN STUDENTS IN THE UNIVERSITY OF TEXAS AT AUSTIN

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ABSTRACT

Most foreign students confront a unique kind of life situation in the United States mainly because of their socio-cultural background. That unique socio-cultural background in combination with certain situational factors, e.g., language difficulty, racial barriers, motivations, etc., produce a special kind of communication pattern which may be different from that of immigrants during their stay in the United States. Hence, the major concern of this study is to focus on the communication patterns of Korean students with a goal of providing better understanding of Korean student community.

COMMUNICATION PATTERNS OF FOREIGN STUDENTS: A SURVEY AMONG THE KOREAN STUDENTS IN THE UNIVERSITY OF TEXAS AT AUSTIN

Introduction

In the last 30 years, several million young men and women and hundreds of thousands of trained technicians and specialists from around the world received their advanced academic education or training in institutions of higher learning located in countries other than their own. A considerable percentage of these persons chose to study in the United States. The number of foreign students in the United States reported in 1981-1982 was 326,299 (Open Doors, 1981/82). This means almost 40% of all foreign students chose the United States for their advanced study. Thus, they are involved in the daily life and events of their temporary host society and, in the process, are exposed to similar or different conceptions of societal values, of individual roles, rights, and responsibilities, of institutions and their functions, of equality and authority, of opportunity and standards, and of differing modes of interpersonal action.

This raises the continuous question of how these cultural factors compare to those at home, and how they relate to the goals that the foreign students envisage for the period of their stay. Most previous studies have examined specific aspects of life styles and social relationships or problems of foreign students. Although these studies have thrown considerable light on the life style and life space of diverse groups of foreign students in the United States, such studies tended to

overstress the significance of the results by not taking into account other socio-psychological factors important to an individual and his/her nationality group.

According to Chang (1972), there are three major approaches for the studies of foreign students-the cultural, the sociological, and the psychological. The communication patterns of foreign students are also complex and can only be explained in this manner. It implies that cultural, social structural and personality factors all impinge on foreign students' communication patterns and affect their adjustment in the host country. Therefore, it is assumed that different cultures, value systems, beliefs, languages, religions, socio-economic statuses, motivations, and other demographic factors may be the common denominators for the foreign students study.

From this point of view, Korean students confront a unique kind of life situation in the United States mainly because of their socio-cultural background. That unique socio-cultural background in combination with certain situational factors, e.g., language difficulty, racial barriers, etc., produce a special kind of communication pattern among Korean students during their stay in the United States.

Hence, the major concern of this study is to focus on the communication patterns of Korean students with a goal of providing greater understanding of the Korean student community.

Related Literature Review and Theoretical Framework

Previous Foreign Students Study

Most foreign student studies have been conducted since the early 1950's. Those studies conducted before the early 1970's were mainly

exploratory attempts to identify factors that determined the foreign students' attitude changes and adjustment. The main questions of those studies were;

> 1. What factors-especially what environmental conditions-influence the development of social relations between foreign students and members of the host country?
>
> 2. What effects do these social relations have on foreign students' attitudes toward the host country and its people?

Smith (1955), for example, discussed the adjustment difficulties that foreign students have in the United States in relation to communication, learning the ways of academic life, maintaining self-esteem, gaining acceptance and making friends, and balancing group memberships. That means environmental situations such as language barriers or cultural strangeness affect them seriously. Accordingly, a number of studies have dealt with personal interaction among members of different nationality and culture within the United States. Rising and Copp (1968) confirmed what many of the studies of students from different geographical regions have found, namely, that those from non-Western and developing countries have greater difficulties in adjusting to academic work, to new personal relationships with persons from countries other than their own, and to the U.S. culture. This phenomenon may be termed "social isolation" and it is particularly exhibited by students from certain geographical regions. Klein et al. (1971) found that more than half of the Asian students studied had not established significant social relationships with Americans during their stay. His study suggested that among Asian students role conflict and self-esteem are essential elements in determining social adaptation and that situational factors over time determine their patterns.

Although studies of association among members of different ethnic groups within the United States have not all produced the same findings, they seem to point toward certain conclusions.

First, with regard to the occurrence of personal interaction, a number of studies have shown that environmental conditions may have an important influence on the development of personal associations. These range from such straightforward physical conditions as the distance between residences to more complex influences such as official sanctions or unofficial norms about association among members of different groups.

Therefore, the extent of opportunity for contact may be decisive in determining whether one associates with members of that group. Gandhi (1970) noted that 90 percent of Indian students live with or close to other Indians. This pattern continues in the studies of African students. Cohen (1971) found that Kenyan students preferred living with compatriots, forming the closest friendships with members of the same tribal group.

Second, with regard to the effect of personal association with members of another group on attitudes toward that group, studies of association among different ethnic groups within the United States suggest that, given certain conditions, personal association with members of another group is likely to lead to favorable changes in attitudes toward that group.

Heath (1970) indicated that most foreign students have a favorable predisposition toward Americans. The students he interviewed characterized Americans as friendly, democratic, egalitarian, optimistic, ambitious, informal, and materialistic in their social relations. Chang (1972) also concluded that attitudes of Chinese students toward the United States were positively related to the extent of association with

Americans and to the foreign student's perception of America's relationship to his or her own country.

Third, other studies which examined basic cultural and religious attitudes found that the sojourn period of foreign students, particularly if shorter than two years, affected them marginally, meaning that attitudes toward the United States are subject to change and are apparently influenced by the mass media.

A number of studies show the length of stay of foreign students and their English competency are the most important factors for explaining attitudes toward the United States and Americans. Several studies indicated that a two- year sojourn seems to be a critical point in time. Gandhi (1970) found that Indian students staying in the United States for less than two years tend to maintain traditional life styles. Becker (1971) also suggested that the preservation of basic religious and cultural values safeguards the likelihood of successful readjustment upon return. According to him, longer-term students, however, showed less patriotism and increased favorableness toward the United States. Cowan (1968) also observed that Japanese students with better English tend to integrate more into American culture and associate more with Americans.

From the above studies, it would appear that foreign students in the United States for up two or three years change their basic cultural and religious attitudes very little and their English proficiency affects personal association critically within American society. Therefore, it seems that the more traditional their backgrounds and attitudes, the more limited the variety of their experiences and the language barrier is one of the most important factors.

Fourth, several studies of social adjustment indicated that foreign

students are frequently isolated from the social life of the U.S. campuses and tend to form co- national groups which provide a surrogate for the home culture, protect members from psychological conflicts in adjusting to American society, and ease the transition upon return home.

In a study at the University of Minnesota, for example, Kang (1972) found that 80 percent of the chinese students create their own small community which contributes to maintenance of traditional values and belief system. They live together, support their own church, belong to only Chinese organizations, and maintain close ties with their homeland. Therefore, degrees of social isolation may be related to the finding that there is frequently little interaction between foreign and American students on campus.

However, most previous studies of foreign students have not taken account of the communication variables. The previous studies dealing with communication of immigrants have been done in the areas of anthropology and sociology in which communication variables assumed only an incidental role. It was not until the late 1970´s that a few researchers began to study communication variables as a major factor in intercultural relationships.

Communication in Intercultural Study

The role of intercultural communication in the development of an individual´s perception of the new society becomes apparent when one considers that any form of cultural learning occurs through communication of some kind. Communication, therefore, is a crucial factor either for acculturation or for sustaining ethnicity. Peterscn, et al. (1965) indicated that communication is the catalyst of the social process and

the means an individual has for organizing, stabilizing, and modifying his social life. They also pointed out that the social process depends on the accumulation, exchange, and transmission of knowledge, and knowledge in turn depends on communication. Similarly, Sapir (1931) stated that "every cultural pattern and every single act of social behavior involve communication in either an explicit or implicit sense." Among many forms of human communication, interpersonal communication and mass communication are two of the most important forms in the cultural learning process. Therefore, a number of recent studies have focused on the communication patterns of immigrants in the acculturation process.

Several empirical studies show some evidence of the importance of communication variables in the acculturation process of immigrants. Nagata (1969), for example, reported a progressive increase in degrees of communication participation in the host society in the acculturation process of Japanese Americans across three generations.

Chang (1972) surveyed Korean immigrants in the Los Angeles area and identified three types of acculturation--cultural assimilation group, bicultural group, and nativistic group--that were distinctive in degrees of change in original cultural values. More recently, Ryu (1978) conducted a study which suggests a positive role of mass media in the acculturation of Korean immigrants. On the other hand, focusing on these two major channels of human communication, Kim (1977), in her study of Korean immigrants, notes that the growth of an immigrant's cognitive complexity in perceiving the host society is the result of the accumulation of interpersonal communication experiences with members of the host society and exposure to mass media in the society. Thus, she assumed that immigrants could learn and comprehend wider and more

differentiated views of the host society. She also indicates that the immigrant's level of satisfaction is more closely related to participation in interpersonal communication with members of the host society than in communication with other Koreans. The results suggest that, although the ethnic community may provide important social and psychological functions, the immigrants' feelings of happiness may come from their active communication participation in the host society.

On the other hand, the role of within-ethnic communication, that is, communication of individuals in their own ethnic community is not clear. There are only a few studies which tend to view within-ethnic communication as promoting ethnic identity and ethnic integrity. Shibutani and Kwan (1965), for instance, indicated a reverse effect of within-ethnic communication on acculturation. Miyamoto (1972) noted that the Japanese minority group maintained a high degree of family and community organization in the United States that compelled their value conformity, and thus both the family and the community cohesions have been sustained with strong communication within the group. Meanwhile, Wheeler (1971) states that the members of a social group tend to hold similar behavioral patterns because of within-group communication and sharing the common channels of information within group such as ethnic mass media. Wigand (1977) indicates that interaction among people holding the same values and norms leads to greater self-identification and increased self-esteem.

Therefore, communication within an ethnic group can lead to greater ethnic community cohesion and ethnic identity, meaning that communication holds ethnic people together and links them and their external environment. Both interpersonal and mass communication channels are vital

instruments for the continuity of ethnic group and interpersonal communication such as face-to-face interaction in ethnic churches, ethnic voluntary organization, academic school, and family situations. Thus the earlier melting-pot theory by anthropologists has been challenged by various factors explaining ethnicity, that is, stabilized acculturation or cultural pluralism. These new views share a common preference for allowing an ethnic group to remain as a subsociety within a larger society. In other words, acculturation and ethnicity as combined processes may mean that individuals can thrive within foreign cultures by pursuing both their ethnic identities and their needs for acculturation.

Ethnicity and Acculturation

Ethnicity and acculturation are based on human cognition and behavior. When a person moves to another culture as a new member of the cultural system, he is faced with many unfamiliar aspects of life, and he may simultaneously experience feelings of inadequacy and inability to control the social environment. Frequently, this most powerful source of frustration is not conspicuous and rarely discussed among the native population in the society. The newcomers to another culture become acquainted with, and adopt some of the norms and values of salient reference groups of the new society. The new culture is internalized in the individual as a pattern of perceptions that is accepted and expected by others in a society. This process is commonly called "acculturation".

Historically, the acculturation of individuals who shift from one culture to another is a problem that has occupied anthropologists for at least forty years. Studies conducted by American anthropologists on acculturation have traditionally been based on the fundamental assumption

of the "melting-pot theory" which emphasizes American homogeneity. The assumption lies in the idea that foreign people will change their original values and other cultural traits to those of the American society ultimately in a given time. Continuous use of the assumption, therefore, has given the term a meaning which resembles cultural assimilation or the replacement of one set of cultural traits by another.

More recently, however, there has been the realization that persons can also own the different cultural systems simultaneously. There has been a dispute between the assimilationist and the pluralist perspectives. Though both perspectives emphasize the cultural origins of ethnic groups, they have often argued for the opposite trend, that is, disappearance versus persistence of ethnicity. However, it is clear that the disagreement is not over whether there exists such a phenomenon as acculturation in an absolute sense, but over the degree to which different individuals of varying ethnic backgrounds reflect the process of acculturation. Accordingly, Kim (1979) suggested that ethnicity and acculturation of an individual or a group could be considered to be two sides of the same coin, and thus interrelated and inseparable phenomena.

From this point of view, Rose (1976) introduced a concept of selectivity of acculturation as a support for the above arguments. First, a promising approach to the matter of selective acculturation emphasizes the problems of social adjustment of ethnic peoples who must live in proximity to members of native or other ethnic groups. In the case of ethnic immigrants, they are likely to adopt the ways of the dominant group to enable themselves to make a living and survive. These kinds of adjustment motives for acculturation involve more superficial or surface elements of a life style. That is, the language, style of dress, and

public manners of the dominant group are initiated by the ethnic immigrants. Second, another phenomenon for selective acculturation is the fact that some traditional ethnic ways can be easily retained, because the continuation of those practices does not jeopardize the ethnic group's accomodation to the dominant cultural pattern. Finally, acculturation selectivity also arises from the fact that ethnic group members are not equally exposed to all aspects of the life style of the dominant group.

Foreign Students Versus Immigrants

The literatures reviewed show strong evidence of the importance of communication variables, mainly focused on immigrants in the United States. However, foreign students are basically different from immigrants in terms of their purpose and motivation, residence type, socio-economic status, attitudes toward the host society, and even their visa status. In this sense, foreign students are most often sojourners and immigrants are virtually permanent residents. With regard to purposes and motivations, immigrants come to the host society to live permanently and make a better life, whereas the main purpose of foreign students is to achieve academic success in the advanced higher educational institutions. After academic achievement, foreign students are readily assumed to return and contribute to their home countries. Foreign students, therefore, are also different from the minority students or other racial groups. Meanwhile, they are highly educated and have certain commonalities. The backgrounds and demographic characteristics of immigrants, however, are diverse and thus it is difficult to specify their common features in a few words. But foreign students also experience the same problems in the host society which immigrants share when they move to the new environment.

Thus, the foreign student communities may show unique communication patterns and they are probably internalized within the communities. The most critical contribution to these features is related to the initial characteristics of foreign students who are totally different from immigrants or minority groups. This enables us to view foreign students as ethnic groups, and in more conceptual sense, they are at a crucial point on the continuum of ethnicity and acculturation.

Statement of the Problem

Primarily, communication patterns are conceptualized on two levels: cognitive and behavioral. The cognitive level is defined as a foreign student's perception of the host society and the behavioral level is explained by his involvement in the host society through interpersonal and mass communication channels. At the same time, there are several other important factors which are identified as major links to communication patterns.

Based on this framework, the present study attempted to investigate the relationships among behavioral participation of Korean students in personal interaction and use of mass media, their cognitive perceptions toward the Americans and the United States, and other socio-demographic factors. The following research questions were posed:

1. What relationships exist among Korean students' interpersonal communication and mass media behaviors, and their cognitive perceptions of the Americans and the United States?

2. What factors characterize the Korean students who have different communication patterns?

3. What variables serve as a useful the basis for classifying the degrees of ethnicity and acculturation of Korean students?

Method

The research questions developed in this study are examined through five research steps; sampling, questionnaire design, pre-test, administration of the questionnaire, and analysis of the questionnaire data.

Procedure of Survey Design

The size of sample was determined on the basis of the nature of the population and the methods of analysis to be used. The Korean students in the United States are relatively homogeneous in terms of their socio-economic and cultural backgrounds and thus a small sample may be fairly representative. On the other hand, quantitative methods of analysis are facilitated by a sizable sample. The present sample, therefore, was primarily a compromise between these two conditions, although feasibility was also an important factor in the selection of the sample.

This study planned to select at least 150 Korean students for the sample from the revised Korean Student Directory at UT, Austin. There are 333 names of Korean students in the directory in alphabetical order. For the selection of sample, the single students and the married students were sorted out separately, and every other name out of each list was selected for the sample, and thus a total of 166 names were selected. Among them, 158 questionnaires were collected during one week period of administration and the response rate was 91.8 percent.

Variable Construction

A total of 97 questionnaire items were developed to yield a profile of the mass media behavior, the cognitive perceptions, and personal

interaction pattern of Korean students during their stay in the United States, as well as to determine their background characteristics.

In this study, the concept of personal interaction was operationalized into two kinds of interpersonal communication patterns: the openness and the closedness. The openness refers to the interaction with Americans and the closedness refers to the interaction with Koreans. The mass media usage of Korean students was measured by the degree of exposure to TV and to both of the American and the Korean newspapers. And finally the cognitive perceptions of Korean students were divided into two concepts: the favorableness toward the Americans and the United States, and their ethnic identity.

Except for one questionnaire item asking respondent's department, all items require the fixed-alternative answers by scaling. Accordingly, each respondent was asked to pick the answers nearest to his or her own opinion or case.

Among the questionnaire items, 6 independent variables with some demographic information and 4 dependent variables were developed in order to explain the communication patterns of Korean students.

The independent variables are as follows:

1. Favorableness toward Americans and the United States (4 Q-items, Alpha = .60)
2. Ethnic identity (8 Q-items, Alpha = .67)
3. English proficiency (2 Q-items, $r = .71$, $p<.001$)
4. Academic performance (2 Q-items, $r = .14$, $p<.05$)
5. Preference for the media content about Americans and the United States (3 Q-items, Alpha = .67)
6. Preference for the media content about Koreans and Korea (3 Q-items, Alpha = .56)
7. Other demographic variables

The dependent variables are as follows:

1. Openness in personal interaction (3 Q-items, Alpha = .71)
2. Closedness in personal interaction (3 Q-items, Alpha = .56)
3. Exposure to television (2 Q-items, r = .74, p<.001)
4. Exposure to American daily newspapers (2 Q-items, r = .32, p<.001)

For each variable, questionnaire items related to the variable were computed and tested for the reliability of the variable. Although some reliability coefficients were a little bit questionable, as long as they were statistically significant, they were reported to be useful.

The questionnaire itself and the categories for each item were examined in the pre-test. Thirteen Korean students were asked to fill in and indicate the faults of the questionnaire. Based on the pre-test results, unnecessary questionnaire items were eliminated in order to facilitate the responses and reduce the time required for filling in, and several other modifications were made in the questionnaire. For instance, answering categories were put in order from positive to negative ones, and some negative sentences were rewritten to positive ones for respondents' better understanding.

Analysis Methods

Three kinds of statistical methods--pearson's correlation analysis, multiple regression, and linear trend analysis-- were used. The choice of methods was determined by the nature of the data. Since most of the data were gathered by using four or five-degree scales, the data collected in this study were mostly regarded as interval data in consideration of the consistent scaling of questionnaire items and of full analysis of the data.

Results

Profiles of the Respondents

The Table 1 is a descriptive analysis of background Characteristics of Korean students who participated in the survey.

Table 1: Socio-Demographic Characteristics

Characteristics	Korean Students(%)		Total N(%)
Sex	Male	83.9	
	Female	16.1	155(100)
Marital Status	Single	35.5	
	Married	64.5	155(100)
Academic Status	Graduate	97.4	
	Undergraduate	2.6	153(100)
Degree Completed	High School	1.3	
	B.A./B.S.	34.2	
	M.A./M.S.	63.8	
	Other	.7	152(100)
Field of Study	Business	18.7	
	Communication	6.7	
	Education	6.7	
	Engineering	34.0	
	Fine Arts	2.7	
	Liberal Arts	15.8	
	Natural Science	14.0	
	Pharmacy	.6	150(100)
Religion	Protestant	36.8	
	Catholic	18.7	
	Buddhism	3.9	
	Confucianism	.6	
	Others	3.2	
	None	36.8	155(100)
Age	Mean=30.5 yrs	(SD=4.11 yrs)	N=154
Income	Mean=$ 10,215	(SD=$4,310)	N=151
Length of Stay	Mean=2.3 yrs	(SD=1.36 yrs)	N=157

Mass Media Use Pattern

Table 2 indicates the average frequencies of mass media use in a week. According to the table, more than 80 percent of the respondents watch television at least two or three times a week. In case of the frequencies of newspaper reading, the patterns of the American newspaper reading and the Korean newspaper reading were contrary to each other. Almost 90 percent of the respondents read the American daily newspapers at least two or three times a week, yet more than three quarters of the respondents did not read the Korean daily newspapers. This result implies some situational factors. First, the Daily Texan was included in categories of the American daily newspapers, and the Korean daily newspapers are rarely accessible in Austin area. Second, the subscription cost of the Korean newspaper is much higher than that of the American newspaper.

Table 2: Median Scores of the Frequencies of Mass Media Use in A week

	Median	Std. Dev.	N(%)
American Newspapers	4.819	.832	157 (100)
TV	4.647	1.195	158 (100)
Korean Newspapers	1.823	1.100	158 (100)

* Median scores were used in terms of the index.

coding index: 5. 4-5 times a week or more
4. 2-3 times a week
3. once a week
2. less often than above
1. never

Table 3 shows average time spent in mass media use a day. As shown in the table, 70 percent of the respondents reported watching television at least 30 minutes or more everyday. The results also show that almost 90 percent spend less than one hour in reading the American daily newspapers. Thus, it is assumed most respondents read the American newspapers (often The Daily Texan) on campus. On the other hand, a very small amount of time is spent in reading the Korean newspapers due to the difficulty in access to them. Therefore, television and the American newspapers seem to be the two most available sources of information.

Table 3: Median Scores of the Amount of Time Spent in Mass Media Use a Day

	Median	Std. Dev.	N(%)
TV	3.200	1.072	157 (100)
American Newspapers	2.418	.683	158 (100)
Korean Newspapers	1.720	1.036	158 (100)

* Median scores were used in terms of the index.

coding index: 5. more than 2 hours
4. 1 to 2 hours
3. 30 minutes to an hour
2. less than 30 minutes
1. never

Table 4 shows the degrees of attention of the respondents to the mass media content. Most respondents paid considerable attention to the hard news categories. More than 95 percent of the respondents paid at least some attention to the Korean domestic news and the international news related to Korea. Almost 80 percent paid attention to the national news and the international news related to the United States.

However, as shown in the table, the respondents paid little attention to the soft content categories. For example, the average mean scores between hard news categories and soft ones indicate the difference. Among the soft content categories, the respondents paid slightly more attention to sports, movies, and music in the order.

Table 4: Mean Scores of the Degree of Attention to the Categories of Mass Media Content

	Mean	Std. Dev.	N(%)
Korean domestic news	3.777	.501	157(100)
International news related to Korea	3.713	.555	157(100)
Academic information around campus	3.210	.689	157(100)
International news related to the U.S.	3.019	.702	157(100)
U.S. National news	2.994	.684	157(100)
Local news	2.707	.700	157(100)
Average score	3.237	.638	
Sports	2.675	.995	157(100)
Movies	2.506	.799	156(100)
Music	2.481	.947	156(100)
Other entertainments	2.179	.876	156(100)
Human interests	2.153	.833	157(100)
Advertising	2.064	.892	156(100)
Average score	2.343	.890	

coding index: 4. much attention
3. some attention
2. little attention
1. no attention

Personal Interaction

In order to describe the personal interaction patterns of the Korean students, four related tables were developed. Table 5 shows the median scores of the frequencies of respondent's interaction with Americans and with Koreans respectively. The average median score of interaction with Americans is 1.461 (SD = .926) and that of interaction with Koreans is 2.595 (SD = 1.071). Therefore, the difference in median scores indicates that most Korean students prefer to associate with other Korean colleagues, and they interact less with Americans. On the other hand, the table shows that the respondents, in general, interact with Americans or Koreans by visiting or inviting.

Table 5: Median Scores of the Frequencies in Interaction with Americans and with Koreans

	Median		Std. Dev.		N(%)	
	American	Korean	American	Korean	American	Korean
Visiting or inviting	1.823	3.405	.982	.939	146(100)	157(100)
Going to the restaurants or the bars	1.493	2.356	.936	1.056	145(100)	147(100)
Playing sports	1.333	2.604	1.013	1.367	145(100)	153(100)
Going to the movies	1.195	2.016	.774	.922	146(100)	150(100)
Average	1.461	2.595	.926	1.071		

* Median scores were used in terms of the index.

coding index:
5. almost once a week or more
4. 2-3 times a month
3. once a month
2. less than once a month
1. never

In table 6, the average mean score of the items for ethnic identity is 3.888 (SD = .917) and thus the respondents showed considerably high ethnic identity.

Table 6: Mean Scores in the Measurement of Ethnic Identity

	Mean	Std. Dev.	N(%)
Korean cultural influence to daily life	4.382	.712	157(100)
Preference to Korean culture	4.179	.758	156(100)
Pride of Korean descent	4.051	.769	156(100)
Preference to associate with Koreans	3.968	.796	157(100)
Korean self-esteem	3.879	1.015	157(100)
Korean food cooking	3.821	1.283	156(100)
Observation of Korean festivals	3.452	.964	157(100)
Equal opportunity of Koreans in the U.S.	3.376	1.040	157(100)
Average	3.888	.917	

coding index: 5. strongly agree
4. agree
3. not certain
2. disagree
1. strongly disagree

Meanwhile, table 7 for the measurement of the favorableness toward Americans and the United States showed low average mean score of 3.423 (SD = .870). 90 percent of the respondents, for example, agreed the existence of racial discrimination and prejudice.

Table 7: Mean Scores in the Measurement of Favorableness toward Americans and the United States

	Mean	Std. Dev.	N(%)
Existence of racial discrimination and prejudice	4.287	.621	157(100)
Difficulty in finding a real American friend	3.032	1.089	157(100)
Difficulty in getting along with Americans	2.949	.900	156(100)
Average	3.423	.870	

coding index: 5. strongly agree
4. agree
3. not certain
2. disagree
1. strongly disagree

The average mean score of the respondents' English proficiency which is one of the most important factors in explaining the personal interaction with Americans is shown in table 8. The average mean score is 2.908 (SD = .862). Most respondents reported that their English proficiency is somewhat fair.

Table 8: Mean Scores in the Measurement of English Proficiency

	Mean	Std. Dev.	N(%)
Expression	3.076	.864	158(100)
Understanding	2.741	.861	158(100)
Average	2.908	.862	

coding index: 5. very poor 4. poor
3. fair 2. good
1. excellent

Statistical Analysis

In an attempt to measure the relationship between independent and dependent variables, correlation analysis was used for both clusters of variables.

It was assumed that the personal interaction with Americans is related to the openness in respondent's interpersonal communication pattern, and the personal interaction with Koreans is related to the closedness in their interpersonal communication pattern. Accordingly, ten independent variables which have been considered to be related to the interpersonal communication patterns of respondents were examined.

As shown in table 9, favorableness toward Americans and the United States was related to more frequent interaction with Americans ($r = .36$, $p<.001$). Therefore, it is assumed that the more Korean students have favorable attitudes toward Americans and the United States, the more they are likely to have frequent interaction with Americans, and the interaction leads to the openness in their interpersonal communication pattern. However, the favorableness toward Americans did not show any relationship with the personal interaction with Koreans. Even though the coefficient between them showed slightly negative relationship, it was not statistically significant ($r = -.07$, ns).

In the case of the relationship between the ethnic identity and the personal interaction with Americans, the correlation was strongly negative ($r = -.24$, $p<.002$). The relationship indicated that although most Korean students have strong ethnic identity among them, Korean students who have less ethnic identity were more associated with Americans. However, there was no relationship between the ethnic identity and the personal interaction with Koreans (hereafter referred to as closedness).

English proficiency had a strong relationship with the personal interaction with Americans (hereafter referred to as openness) ($r = .34$, $p<.001$). This suggests that Korean students who are proficient in English tend to be more associated with Americans.

Academic performance, media content preference, and length of stay were not significant in explaining the openness of Korean students.

Table 9: Pearson's Correlation Coefficients I

	Interaction with Americans (Openness)	Interaction with Koreans (Closedness)
Favorableness toward Americans and the U.S.	.36 (141) ***	-.07 (143) ns
Ethnic identity	-.24 (142) ***	.08 (144) ns
English proficiency	.34 (144) ***	.11 (146) ns
Academic performance	.01 (143) ns	-.10 (145) ns
Preference for media content related to the U.S.	.05 (143) ns	.05 (145) ns
Preference for media content related to Korea	-.02 (143) ns	.23 (145) ***
Length of stay	.03 (143) ns	.04 (145) ns
Sex	.20 (144) **	-.15 (146) *
Marital status	.31 (144) ***	.16 (146) *
Age	-.14 (140) *	-.10 (144) ns

*** : $p<.005$ ** : $p<.01$ * : $p<.05$ ns : not significant

Meanwhile, some demographic characteristics of the respondents such as sex, marital status, and age showed some relationships with the openness and the closedness. Sex and marital status were manipulated by variable transformation process in SPSS in order to explain the

relationship. The results showed that the female students are more associated with Americans ($r = .20$, $p<.008$) and less associated with Koreans ($r = -.15$, $p<.03$), and the single students showed more openness tendency ($r = .31$, $p<.001$). Older students were slightly less associated with Americans than younger students ($r = -.14$, $p<.04$).

On the other hand, the results indicated that the preference for mass media content related to Korea was strongly associated with the closedness in personal interaction. The coefficient of the correlation between them was .23 ($p<.003$).

In case of the mass media use pattern, it was divided into two categories--exposure to TV and exposure to American newspapers. Table 10 shows that the exposure to television had significant relationships with ethnic identity, academic performance, preference to the media content related to the United States, length of stay, sex, marital status, and age. Meanwhile, exposure to American newspapers showed relationships with English proficiency, preference for media content related to the United States and to Korea, length of stay, sex, marital status, and age.

The relationship between the preference for media content related to the United States and either exposure to TV or exposure to American newspapers showed the same correlation coefficient ($r = .23$, $p<.002$). The single students were likely to be less exposed to TV ($r = -.51$, $p<.001$) and to American newspapers ($r = -.27$, $p<.001$), and the female students were also likely to be less exposed to TV ($r = -.22$, $p<.002$) and to American newspapers ($r = -.14$, $p<.04$). However, age was positively associated with either exposure to TV or exposure to American newspapers. This reflects that older students are more exposed to mass media than younger ones.

Length of stay was also positively related to the both categories of mass media exposure, and the result indicated Korean students generally acquired more information related to Korea through the American newspapers than through TV. Although academic performance of the students and their ethnic identity was related to TV exposure, they seemed to tell little about mass media use pattern of Korean students. It seems to be due to the relatively short period of residence of Korean students in the United States.

Table 10: Pearson's Correlation Coefficients II

	Exposure to TV	Exposure to American Newspaper
Favorableness toward Americans and the U.S.	.01 (154) ns	-.05 (155) ns
Ethnic identity	.18 (155) **	.10 (156) ns
English proficiency	-.03 (157) ns	.14 (158) *
Academic performance	.23 (156) ***	.06 (157) ns
Preference for media content related to the U.S.	.23 (156) ***	.23 (157) ***
Preference for media content related to Korea	.07 (156) ns	.19 (157) **
Length of stay	.34 (156) ***	.13 (157) *
Sex	-.22 (157) ***	-.14 (158) *
Marital Status	-.51 (157) ***	-.27 (158) ***
Age	.21 (153) ***	.15 (154) *

*** : p<.005 ** : p<.01 * : p<.05 ns : not significant

Finally, table 11 shows the correlation matrix among independent variables in order to describe more detail relationships.

Table 11: Pearson's Correlation Coefficients III

	1	2	3	4	5	6
1. Favorableness toward Americans and the U.S.						
2. Ethnic identity	-.25 ***					
3. English proficiency	.14 *	-.04 ns				
4. Academic performance	.11 ns	-.04 ns	.21 ***			
5. Preference for media content about the U.S.	-.03 ns	.18 **	.19 **	-.09 ns		
6. Preference for media content about Korea	-.05 ns	.39 ***	.17 **	-.07 ns	.44 ***	
7. Length of stay	-.10 ns	.10 ns	.26 ***	.28 ***	.05 ns	.00 ns
8. Sex	.13 ns	-.23 ***	.11 ns	-.05 ns	-.06 ns	-.20 **
9. Marital Status	.05 ns	-.31 ***	-.09 ns	-.27 ***	-.08 ns	-.03 ns
10. Age	.05 ns	.15 *	.11 ns	.19 **	.02 ns	.03 ns

*** : p<.005 ** : P<.01 * : p<.05 ns : not significant

In order to more closely investigate the concrete relationships of variables with significant influences on the interpersonal communication patterns and the mass media use patterns, multiple regression analysis was conducted.

As shown in table 12, three variables were found to contribute to the openness in personal interaction. They were the favorableness toward Americans and the United States, respondents' English proficiency, and their marital status. They accounted for the openness by almost 27 percent. Therefore, it is assumed that Korean single students who have favorable attitudes and are proficient in English are the most likely to associate with Americans and accordingly show openness in their interpersonal communication pattern.

On the other hand, only two variables were found to slightly explain the closedness in personal interaction. They were respondents' sex and their preference for media content related to Korea. These variables accounted for the closedness by only about 9 percent.

Table 12: Multiple Regression I

	R-square	Beta	Sig.Level: T
Dep. Var.: Openness in Personal Interaction			
Favorableness toward Americans and the United States	.124	.30	.0001
English proficiency	.201	.31	.0001
Marital status	.269	.26	.0007
Dep. Var.: Closedness in Personal Interaction			
Preference for media content related to Korea	.065	.22	.009
Sex	.092	-.17	.04

With respect to the media exposure of Korean students, their length of stay, their preference for media content related to the United States,

and their marital status explained the exposure to television. The three variables accounted for the exposure to TV by more than 31 percent. However, in the case of exposure to the American newspapers, only the respondents' marital status and their preference for the media content related to the United States accounted for the exposure to American newspapers by 15 percent. Table 13 shows the detail R-squares and beta coefficients of those variables.

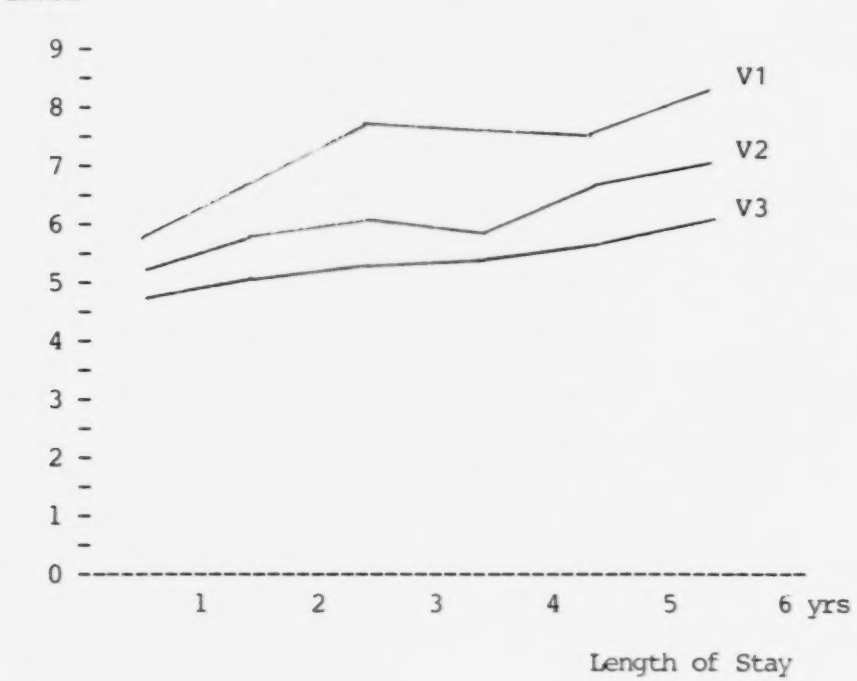
Table 13: Multiple Regression II

	R-square	Beta	Sig.Level: T
Dep. Var.: Exposure to Television			
Marital status	.241	-.39	.0000
Preference toward media content related to U.S.	.274	.21	.002
Length of stay	.310	.18	.02
Dep. Var.: Exposure to the American Newspapers			
Marital Status	.108	-.31	.0001
Preference for media content related to U.S.	.151	.21	.008

In order to find the significant trend which may be reflected in communication patterns of Korean students during their stay in the United States, linear trend analysis was conducted. As shown in figure 1, three kinds of linear trends appeared. The result showed that the students who have stayed longer in the United States gradually have gained more proficiency in English, they have been more exposed to television,

and their academic performance has been improved. However, the openness, the closedness, ethnic identity, and the attitudes toward the U.S. did not show the significant trends.

Figure 1: Linear Trends of TV Exposure, Academic Performance, and English Proficiency



V1: Exposure to TV

between groups	f = 5.512	df = 5	p<.0001
wgt. linear term	f = 20.680	df = 1	p<.0007

V2: English proficiency

between groups	f = 3.025	df = 5	p<.01
wgt. linear term	f = 10.872	df = 1	p<.001

V3: Academic Performance

between groups	f = 2.914	df = 5	p<.01
wgt. linear term	f = 13.316	df = 1	p<.0004

* The F-ratios of the unweighted linear term of the three variables were statistically significant.

Conclusion and Discussion

Implication of the Results

For the conceptualization of communication patterns of foreign students in terms of typical behavioral or social patterns, personal traits, and background and situational factors, the present study provides some meaningful implications in theoretical and practical aspects of intercultural relationships.

From the results, English proficiency, favorableness in attitude toward the United States, situational factors, and some demographic characteristics of Korean students critically affected their communication patterns in terms of interpersonal relationships and mass media behavior. Although most Korean students have frequent interactions with other Korean colleagues, the results of this study reflect three types of interpersonal relationships of Korean students: the open, the closed, and the isolated. The students who are active in personal association both with Americans and with other Koreans may show the open communication pattern, and those who are active in personal contact only with Korean colleagues may show the closed communication pattern. Finally, the students who have rare interaction both with Americans and with other Koreans would be isolated in the host society and even in the Korean community. These three types of interpersonal communication patterns are related to the degree of association in the host society. And therefore, the conceptual linkage of these interpersonal relationships can be extended to the fundamental arguments of ethnicity and acculturation. Most previous immigrant studies put emphasis on this stage for the explanation of the theoretical framework. However, as is shown in the present study of Korean students,

the three types of interpersonal relationship may not be the basis for classifying the degrees of ethnicity/acculturation of Korean students. In this sense, although an effective social relationship is initiated by the development of understanding between the host society and foreign residents, the more important factor which accounts for the communication pattern in the acculturation process or in sustaining the ethnic identity may be the motivation which differentiates the foreign students from the immigrants.

Gardner and Lambert (1972) classified motivation consisting of two components - an integrative motivation and an instrumental motivation. In short, the integrative motivation is related to the psychological assimilation with or the understanding of the culture and the members of the host society, and the instrumental motivation is related to the utilitarian goals of adjustment, such as furthering a career, or achieving an academic purposes.

In the case of foreign students, they are highly motivated, but it is primarily a motivation toward their academic desire, not toward acculturation in the host society. To understand another culture and to adjust to the host society may only be minor factors in the motivation of foreign students. On the other hand, immigrants need to survive in the new environment, and understand and get along with the members of the society. Accordingly, the foreign students are mostly motivated instrumentally, and the immigrants are mostly motivated integratively and their integrative motivation is very strong. In other words, acculturation motivation of the immigrants is an integrative one, and academic motivation of the foreign students is an instrumental one.

According to Schumann (1975), the integrative motivation seems to be more powerful and more likely to sustain the long-term effort necessary to

learn the language and the culture of the host society. Therefore, language fluency has emerged as one of the most important prerequisites for the acculturation of the immigrants to the host society.

Fluency in the host language is commonly regarded as a determinant in explaining the intercultural communication phenomenon of either immigrants or foreign students. As all human societies have a culture, so all human societies have a language as a main medium of communication and interaction. Nababan (1971) also indicated that all cultural patterns, customs, and ways of life are expressed in language and the specific cultural views are reflected in language, and thus language is the main medium of communication, that is, medium of acculturation and actual participation in the host society.

However, there exists another different situation between immigrants and foreign students in terms of language. The English learning context of the immigrants and the foreign students may be very different. As for the immigrants, English is and should be their second language, but it may be still the foreign language for the foreign students. Therefore, the immigrants do participate in the second cultural activities as well as their second language behavior, and thus they all go through the acculturation and adaptation stage. On the other hand, as for the foreign students, the culture of the United States can remain "foreign" and they may not actually run into the foreign culture as long as they learn English as a foreign language and their motivation for academic success is instrumental.

Based on the results of the present study and what we have discussed so far, three types of interpersonal relationship were identified. Further, evidence has been provided that foreign students are most usefully studied in the contexts of their motivations, personal traits,

and unique circumstances, rather than solely on the basis of their ethnic identity or level of acculturation.

On the other hand, although the degree of media exposure of Korean students was not a major determinant in predicting their communication patterns, it seems to influence their communication patterns as a catalyst for developing better insights into the host society.

Finally, the length of stay of Korean students which has been regarded as one of the most important determinants in the acculturation process did not contribute to the explanation of communication patterns of Korean students. It is partly because the length of stay of most Korean students is relatively short compared to that of immigrants. The results showed most Korean students' length of stay was less than five years and the mean was only 2.3 years. However, Won (1977) who did a survey among Korean immigrants in Boston indicated that his respondents' length of stay in the United States ranged from one year to 30 years, with the mean of the group being 8.4 years. Accordingly, in most previous immigrant studies, the length of stay was a major determinant in predicting the acculturation process of immigrants, but the results in the present study did not show its importance in explaining the communication patterns of Korean students.

In summary, although immigrants and foreign students are different in their basic characteristics, they share a common problem in transition to a new environment. The results of this study and the literatures reviewed reflect the importance of communication as a fundamental mechanism by which successful adjustment is accomplished and the goal is achieved whether the differences are in the motivation, the language learning context, and the basic characteristics between immigrants and foreign students.

Limitations of the Study

There are several limitations in this study. First of all, since this study was only conducted on the Korean students in Austin, Texas, especially the students enrolled at UT, Austin, there is a geographical limit and thus findings can not be generalized.

Second, in a methodological sense, caution must be exercised in making causal inferences about what variables account for other variables. In most cases, researchers talk about certain factors accounting for other variables statistically. In reality, however, reverse feedback effects may be observed. A foreign student's communication pattern, for example, may subsequently refine his perception of the host society, his English proficiency, or academic performance. As another example, the interaction with Americans may lead to favorable attitudes, or vice versa. Accordingly, a relationship between two variables can not be understood as a causal relationship as long as the fact that one is antecedent and the other one is consequent is not proved. Instead, a variable preceding the other should be theoretically established as explanatory and the relationship should be understood as an interrelationship between the two variables. However, as is indicated above, the possible reverse effects were not accurately reflected in the present study due to the limitations in the data collection process. In order to incorporate those reverse effects, one needs to observe the same individual student more than once. As a matter of fact, in the present one-shot survey, the simplified theoretical framework was employed for the prediction of the communication patterns of Korean students.

Third, the variables employed in the present study to account for the communication patterns of Korean students seemed not to exhaust all the

possible explanations for them.

However, in spite of the acknowledgement of these limitations, it is believed that the present study provides some meaningful implications and some refined perspectives in the study of foreign students.

Suggestions for the Future Research

As noted, there have been some limitations in the methodological, theoretical, and practical aspects of the present study. Based on these limitations, several suggestions are made for the future research of foreign students.

First, in investigating the communication patterns of foreign students on the behavioral and the cognitive level, one-shot surveys can only describe the overt communication patterns. However, human communication is a complex and continuous process. In this sense, an individual foreign student should be pursued over a period of time based on the panel study or the cohort study in order to investigate his or her covert cognitive perceptions and detail behavioral characteristics in communication activity.

Second, a more exhaustive study of variables for the explanation of a foreign student's communication pattern should involve a cross-sectional comparative study among foreign students.

Third, given the conflicting social ideology and limited conceptualization of the intercultural communication area, more realistic variables which have not been developed should be incorporated in describing, explaining, and predicting the true nature of foreign students and their communication patterns.

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